

Report of the Strategic Director Children's Services to the meeting of the Executive to be held on 24th March 2020

BE

Subject:

Bradford District Careers and Technical Education Partnership
Industrial Centres of Excellence and Bradford Pathways

Summary statement:

This item is an update of the Industrial Centres of Excellence and Bradford Pathways including details of achievements and future plans.

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Overview & Scrutiny Area:
Children's Services

1. SUMMARY

- 1.1 This item is to highlight the progress of the Districts Careers and Technical Education approach particularly in respect of the Industrial Centres of Excellence (ICE).
- 1.2 The paper includes the considerations that have shaped the development of the Plan and the next steps, subject to approval of the Plan by the Executive.

2. BACKGROUND

- 2.1 Building on the achievements of the Industrial Centres of Excellence and Bradford Pathways, the Careers and Technical Education plan sets out specific key targets from the Workforce Development Plan, “People, Skills, Prosperity”.
- 2.2 The approach to Careers and Technical Education (CTE) intends to make a key contribution to delivering the goals of the Workforce Development Plan by supporting our young people to acquire the skills and experiences that will make them competitive in the Labour Market.
- 2.3 We have already had considerable success, most notably through the ICE programme, in delivering this approach. The ICE District Board’s ambition is that we work with all young people across Bradford and the CTE Plan sets out how we will work to achieve that goal.
- 2.4 The five year Plan for CTE has been developed in consultation with schools, the three local FE Colleges, the University and a range of employers from across the District, under the governance of the ICE District Board. This collaborative approach will drive the delivery of the Plan, but also has been pivotal in delivering a strong track record of success.
- 2.5 There are 5 key themes across the Careers and Technical Education Plan (Appendix 1 – separate document) Each theme requires collaborative partnership working to effect system change that in turn ensures our children and young people gain the education, experience, training and networks required for economic success:
 - Secure and develop talent, building and aligning skills
 - Strengthen, secure and expand access to quality CTE provision
 - Deliver economic vitality and sustainability
 - To lead careers innovation for our schools, partners and businesses
 - Future scope for today and tomorrow’s young people

3. IMPACT

- 3.1 At its heart, an ICE is a forum for employers and educators to ensure young people leave education with skills that reflect employer demand. Eighteen out of 34 secondary schools are now engaged in one or more of the sector specific ICEs, and to date more than 300 businesses have been involved in the programme.

Six of the planned nine ICE are now operational, working across the following sectors (see appendix 2 - overview):

- **Built Environment;**
- **Business;**
- **Advanced Manufacturing in Engineering;**
- **Computing Science and Environmental Technologies;**
- **Health and Social Care; and**
- **Creative Industries.**

3.2 The reach of the programme is impressive. Last academic year 3,270 young people were on sector based learning programmes and over 15,000 young people engaged in careers and technical education interventions through the ICE partnership.

3.3 Ofsted’s new framework put the quality of careers education at the top of every school’s agenda. Real collaboration between employers and educators has made it easier to support schools to meet Ofsted expectations. In following a sector programme, learners are ready for the next stage of education, employment and training. Where relevant, they gain qualifications that enable them to move to destinations that meet their interests, aspirations and the intention of their course of study.

3.4 The programme also has a clear impact on young people’s outcomes. Appendix 3 sets out impact by each of the six ICEs in more detail). At the launch of the Workforce Development Plan, Jane Girt the Head of School at Carlton Bolling outlined the value ICE has added. Across three different sector subject areas the Progress 8 score was as follows (for context +0.5 would be considered ‘outstanding’):

Subject	Progress 8 score	Number of students
Built Environment	+2.21	83
Business	+1.70	81
Health and Social Care	+1.14	67

Across the whole school, Carlton Bolling had a NEET figure of just 0.1% for Year 11 leavers in 2019, and across the wider programme each of the ICE schools has a NEET rate that is better than the District average.

3.5 It is also worth noting the importance of ICE in respect of the Gatsby benchmarks, which form part of the statutory duty for schools around careers, the Ofsted Inspection Framework and statutory careers guidance. There are eight benchmarks of best practice, each of which can be readily attained through delivery of ICE activity. ICE was therefore a key contributing factor in Carlton Bolling becoming the first school in the District to attain a Gatsby score of 100%.

3.6 The ICE approach has been strongly endorsed by businesses. At the Workforce Development Plan launch, Will Richardson Senior Partner at PWC referenced

research cited in the development of the Gatsby benchmarks that, “young people who have four or more encounters with employers when they are in school are 86% more likely to progress into employment, education or training later in life”. ICE delivers these interactions and as such both promotes social mobility and actively creates a job-ready talent pipeline for employers.

4. BRADFORD PATHWAYS

- 4.1. Careers and Technical Education in the primary phase is vital to raise careers aspirations at an early stage both for our young children and also for their families. This is delivered locally as Bradford Pathways and over 80 primary schools have been supported through this approach, which has focussed on CPD to improve careers events and provision in Key Stages 1 and 2.
- 4.2. In particular Bradford Pathways partnered with Primary Futures to secure funding for the Primary Careers Project from Opportunity Area Bradford. The project works with primary schools in the 10% most deprived wards in Bradford. Schools can draw down up to £2,000 to help develop careers related learning and embed in curriculum, in addition to ten hours of free consultancy.
- 4.3. In January 2020 our Primary Lead continues to engage with Primary schools, and over 90+ schools have received CPD on how to include and improve the provision of CTE for key stage 1 and 2.

5. REVIEW OF THE PROGRAMME

- 5.1 The programme has provided proof of concept and marked the occasion with its first ICE awards celebration in July 2019, presenting 45 students with outstanding student’s awards for categories within sector pathways. In addition recognising the impact our businesses have made.

6. NEXT STEPS

- 6.1 Improved systematic partnership working and developed processes.

7. FINANCIAL & RESOURCE APPRAISAL

- 7.1 The CTE Partnership Team is funded by the local authority plus a number of different partners including the University of Bradford, colleges, health partners, Better Start Bradford, Arnold Lavers, Opportunity Area, Local Education Partnership and European funding. The partnership team currently receives a total funding of £341k per annum.
- 7.2 Sustainability of funding is a core feature of the CTE 5-year plan, it is crucial we work with our partners to utilise and maximise resources and build a viable funding stream that supports growth moving forward will be critical to longer term success.

8. RISK MANAGEMENT AND GOVERNANCE ISSUES

8.1 Risk will be mitigated through the oversight of the Careers and Technical Education Sector and the District Board.

9. LEGAL APPRAISAL

9.1 Section 42A Education Act 1997 requires governing boards to ensure that all registered pupils at a school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds)

9.2 Governing boards must ensure that the independent careers guidance provided:

- Is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Includes information on the range of education or training options, including apprenticeships and technical educational routes;
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

9.3 Careers guidance is the full range of activity delivered under the eight Gatsby benchmarks set out in the statutory guidance: Careers guidance and access for education and training providers

9.4 Section 42B Education Act 1997 imposes a statutory duty on the proprietors or governing boards of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

9.5 The proprietors or governing boards must prepare and publish a policy statement setting out the circumstances in which education and training providers will be given access to pupils for the purpose of informing them about approved technical education qualifications and to ensure this is followed.

10. OTHER IMPLICATIONS

10.1 EQUALITY & DIVERSITY

It is the intention of the partnership core team to continue to review its practices in line with relevant policies, practices, strategies, services or functions.

10.2 SUSTAINABILITY IMPLICATIONS

Supporting, developing and connecting young people, employers and skills levels across the district underpins the commitment and investment in present and future generations, and is essential for good social progress.

The Careers and Technical Education approach is developing its methodology to sustainability, climate action and related social, economic and cultural content. This is to ensure that pathways and content continue to be relevant to the challenges, changes and opportunities ahead.

10.3 COMMUNITY SAFETY IMPLICATIONS

None.

10.4 TRADE UNION

None.

10.5 WARD IMPLICATIONS

There are no Ward or area implications, The CTE approach is district wide.

10.6 IMPLICATIONS FOR CORPORATE PARENTING

Key consideration of the future approach is to see how we can better support vulnerable learners and students with **Education Health and Care Plans (EHCP)** to move more easily into the world of work.

10.7 ISSUES ARISING FROM PRIVACY IMPACT ASSESMENT

Not applicable.

10.8 NOT FOR PUBLICATION DOCUMENTS

None.

11. RECOMMENDATIONS

- 11.1 That the content of this report be noted, that the continued success of the Careers and Technical Education approach for young people across the district be welcomed, and that members promote it with their networks.
- 11.2 That the Careers and Technical Education (CTE) plan (Appendix 1) be approved and the CTE partnership core team as the single point of contact for schools and employers to engage with Careers and Technical Education Provision be supported.

12. APPENDICES

- 12.1 Appendix 1 - Careers and Technical Education Plan (separate document).
- 12.2 Appendix 2 - ICE Sector Overview.
- 12.3 Appendix 3 - Impact by ICE.

13. BACKGROUND DOCUMENTS

[Workforce Development Plan - People Skills and Prosperity](#)
[Careers strategy: making the most of everyone's skills and talents 2017](#)

INDUSTRIAL CENTRES OF EXCELLENCE 2018- 2019 OVERVIEW

ICE	ICE Chair	Industry Partners	Qualifications	ICE Pathways	Education Partners
Business	Adele Dolby (HMRC)	Incommunities; Barclays Broadway (Bradford) M&S RBS	BTEC Level 3 in Business; BTEC Level 2 in Business GCSE Business	General Business Leadership and Management Marketing Finance	Titus Salt Carlton Bolling Parkside School Bradford Academy Hanson Academy Grange Technology Laisterdyke Tong Bradford Girls Grammar Oastler school University of Bradford Shipley College Keighley College Bradford College
Health and Social Care	Sally Scales (Bradford Teaching Hospitals NHS Foundation Trust)	Airedale Trust Health Care Sector Skills Council; Better Start Bradford; BDHCT BTH Czajka Care Anchor Bingley Medical Practice	BTEC in H&SC Level 2/3 BTEC in Early Childhood Development Level 2/3	Adult Social Care Early Childhood Development	Titus Salt Carlton Bolling Parkside School Bradford Academy Hanson Academy Grange Technology Laisterdyke Tong Bradford Girls Grammar Oastler school University of Bradford Shipley College Keighley College Bradford College
Computing Science and Environmental Technologies	Paul Birtles (Produmax)	TransUnion Yorkshire Water Produmax Morrisons NG Bailey	GCSE Science GCSE Computing GCSE Maths A- Levels Applied Science	STEM Engineering	Bradford College University of Bradford Titus Salts School Tong Leadership Academy Bradford Academy Hanson
Built Environment	Andrew Laver (Arnold Laver)	Wates Incommunities Rex Procter Keepmoat; Arnold Laver Engie	City/Guilds in Construction Level 2 and 3 BTEC in Construction Level 3 construction management GCSE DT	Construction Trades Professional Services	Carlton Bolling College Bradford College Grange Technology College

ICE	ICE Chair	Industry Partners	Qualifications	ICE Pathways	Education Partners
Advanced Manufacturing in Engineering	Tim Parkinson (Airedale Springs)	Carnaud Metal Box Fives Group Airedale Springs Gesipa Metalcraft Advanced actuators Byworth Boilers Acorn Stairlifts Keighley Laboratories	GCSE Engineering GCSE Product Design BTEC Engineering	Advanced Manufacturing Engineering	Parkside School Keighley College Bradford College Titus Salt
Creative Industries	Vicky Clifton (Science Museum)	BBC Impressions galleries UNESCO Science Museum	GCSE Film and Media Art and Design level 2/3 Textiles Music Level 2/3 Drama / Performing arts	Artists Designers	Parkside Bradford Academy Titus Salt Crawshaw Bradford College Shipley College Keighley College University

Appendix 3 – Impact by ICE

ICE	IMPACT IN 2018 – 2019
<p>ADVANCED MANUFACTURING IN ENGINEERING</p>	<p>319 students undertook an advanced manufacturing programme, and a further 315 young people enrolled in an Apprenticeship programme at Keighley College.</p> <p>The Apprenticeship success rate was 87% compared to national benchmark of 64%.</p> <p>The Board have co-designed several employer-led projects to develop essential skills, such as Gesipa's Young Engineers' competition for Years 9 and 10.</p> <p>Select partners on the Amie Board have been involved in Bradford Districts popular Manufacturing Weeks steered and driven by the Chambers of commerce, sponsors and Aspire I Gen. Over 5000 workplace experiences for students across 40 schools.</p> <p>The Board has developed pathways with the College from Level 1 through to HNC Level 4 Manufacturing and Engineering, with initial discussions on-going with Produmax to develop an engineering degree apprenticeship pathway offered by a local provider.</p>
<p>BUILT ENVIRONMENT</p>	<p>249 students followed a construction pathway.</p> <p>Bradford College developed a Level 2 Construction provision to run in schools, ensuring more successful transition to a Level 3 post-16.</p> <p>83 students studying level 2 construction gained a subject progress measure score of +2.21 at Carlton Bolling compared to a whole school Progress 8 figure of 0.34.</p> <p>This in turn improved engagement; over the 3 years of level 2 study (Years 9 to 11) and attendance for that cohort improved by 1.1 percentage points. This also supported a positive impact in English and Maths due to students attending more regularly.</p> <p>The Board has also acquired 100 CSCS cards available for young people to receive training and be able to work on sites at an earlier age and stage in their study than was previously possible.</p>
<p>COMPUTER SCIENCE AND ENVIRONMENTAL TECHNOLOGIES</p>	<p>980 students engaged in employer and university-led curriculum enrichment.</p> <p>The Board secured funding for three STEM outreach Ambassadors to join the University's STEM team. These will work across Eccleshill, Tong and Wibsey Wards during 2020 with a focus on increasing engagement with STEM as a vehicle for social mobility.</p> <p>At Bradford Academy 17 students engaged with this ICE gained a collective progress 8 score of 0.27 whilst the whole school score was - 0.55.</p>
<p>HEALTH AND SOCIAL CARE</p>	<p>936 students followed a Health and Social Care pathway, of which 75 students enrolled onto an Apprenticeship programme</p> <p>67 Year 11 students at Carlton Bolling gained a subject progress measure of +1.14.</p> <p>53 students at Bradford Academy gained a subject progress measure of 0.39.</p> <p>35 students at Parkside School attained a positive subject progress measure of 0.56, compared to a whole school progress 8 measure of 0.12.</p> <p>Czajka Care worked directly with 40 students from Parkside to support their BTEC unit on effective communication, and 28 from Titus Salt to</p>

ICE	IMPACT IN 2018 – 2019
	<p>complete their unit on safety in a residential home. The University in collaboration with different health partners hosted a summer programme for year 11 students to deep dive into Health and Social Care careers.</p>
BUSINESS	<p>786 students were on a sector specific programme through the Business ICE. 81 students on a Level 2 BTEC Business at Carlton Bolling attained a subject progress measure of +1.70. 35 students studying Level 2 BTEC Business pathway at Parkside School attained subject progress measure of 0.56. 100% of Year 11 students at Hanson School attained their target grade underpinned by undertaking an employability programme with M&S. 65 Year 12 students across three schools undertook a “Dragon’s Den” style programme to develop essential skills in communication, creativity and collaboration, productivity and accountability. M&S set students a real research project “How can M&S increase the footfall of young people in the Broadway”. The best pitch won two weeks meaningful work experience at M&S.</p>
CREATIVE INDUSTRIES	<p>The Creative Industries ICE is in its first year. The Board has set a clear vision which identifies project-based learning as essential as well as curriculum pathways. Key focuses for activity include increasing diversity and social mobility in the sector. This is the first ICE to include a partner school from Leeds (Crawshaw School). The curriculum will focus on Art, Photography, Drama, Music, Dance, and Media.</p>

CASE STUDIES

COMPUTER SCIENCE AND ENVIRONMENTAL TECHNOLOGIES TRANSUNION OCT 2019

TransUnion’s #GirlsIntoTech employer led initiative in 2019 helped 120 girls gain an understanding of the technology sector. With a focus on developing essential skills, in critical thinking, communication and collaboration, students learnt about pathways to employment within the field of data science and technology.

14 of the 120 students completed for and undertook placements on a week-long work shadowing scheme in TransUnions UK headquarters in Leeds, to experience what it means to work in a global technology business.

Students worked across departments including, analytics, business intelligence, legal, product development and had assigned mentors.

BUSINESS - MARKS AND SPENCER’S JUL 2019

Marks and Spencer worked with ICE students over different projects within the Business ICE, totalling 105 students over 6 schools/colleges in 2018-2019.

In a specific project with Titus school, Marks and Spencer’s ran an employability CV master class, guided through the job application process; students apply for a mock job, with a successful application move to a mock interview, and with success at interview gain work experience. Not all students attain an interview or work experience, although all students are provided with feedback at different stages of the process.

HEALTH AND SOCIAL CARE PROGRESS CASE STUDY JUNE 2019

Student Completed her level 3 course to her fullest potential. Whilst completing her Diploma In Health and Social Care she has volunteered for Manorlands Hospice as part of their befriending scheme, she also undertook training at Airedale Hospital to become a mealtime assistant, as well as taking full part in all the Health Ice activities organised via Parkside School. She is going to continue her studies at York University to train as a nurse. She is on target to achieve Distinction* Distinction on her level 3 course an outstanding achievement.

HITACHI CASE STUDY JAN 2020

The purpose of the Hitachi event was to provide students with greater awareness of careers in engineering especially women in engineering. This activity was part of CSET ICE and Shipley, Keighley College and Parkside School took part. **Initial feedback taken on the day.**

“I was really impressed to find out different types of jobs and opportunities available in rail and really enjoyed visiting Hitachi. I am now seriously considering a career as a train driver” – Student, Shipley College.

“Shocked to see so many great opportunities in the rail industry, pleasantly surprised” – Student, Parkside School.

Flexible working with the rail industry provides work life balance which is what I am looking for and all the staff that we met on the day were really happy to be employed by the rail industry – Student, Keighley College.

“Really inspiring for young people to visit, showing great opportunities and great for me to get an insight into this industry so I can transfer my knowledge to other students” – staff member, Shipley College.